













L.  
S.  
N.  
C.

December  
1939

The  
Normal Alumni Columns



Digitized by the Internet Archive  
in 2013

[http://archive.org/details/alumnicolumns39nort\\_1](http://archive.org/details/alumnicolumns39nort_1)



Sylvan W. Nelken, Natchitoches . . President  
Miss Geraldine Smith, Selma . . . . .  
. . . . . Vice-President  
Leroy S. Miller, Natchitoches . . Sec.-Treas.  
Miss Elizabeth Taylor, Shreveport; Ewell  
S. Aiken, Alexandria; W. L. Colvin, Jeaner-  
ette; Kenny R. Hanchey, De Ridder.

The cover: Can you old grads imagine a crowd of 7,000 football fans filling the stadium on Normal Hill to witness a football game? Well, they did, and then some. Saturday, October 14, was "N" Club Home Coming and the Demons were host to their arch rivals—the Wildcats of Louisiana College. From everywhere, old and young, alumni poured into Natchitoches for the day's activities which started by registering all returning alumni and finally ended up in a blaze of glory at the Annual "N" Club Dance. The front cover will give those who were unable to be here an idea of the throng that attended.

—L.S.N.C.—

One of the oldest land marks in connection with Normal College is Chaplin's Lake, adjoining the campus directly on the east. For many years this mile-long lake has afforded pleasure to Normal students in boating classes and swimming. Chaplin's Lake made new history this year when the young men and women of the college were allowed to swim together for the first time. The July issue of "The Columns" carried a picture of the new beach recently constructed on the lake. Due to sandy banks, caving has occasioned a great deal of trouble over a period of time. To remedy this and beautify the entire bank of the lake, a W. P. A. project is now under way to slope and terrace the banks and to construct a new hard-surface road for approximately three quarters of a mile along the lake front. These improvements will do much to make Chaplin's Lake more serviceable and more of a beauty spot than in the past.

—L.S.N.C.—

through the cooperation of the  
Natchitoches Parish School Board

## VOL. II, No. 2      NOVEMBER, 1939

	Page
Greetings from President Fredericks.....	2
Reading Experiences In The First Grade.....	3-4-24
The Primary Child and Science.....	5
Demon Doings .....	6
Character Building Through Organized Play .....	7-19
Place of Self-Government In The Elementary School.....	8-19
The Natchitoches Trade School .....	9
"N" Club Home Coming.....	10
Normal In Pictures.....	11
Ilustrations: The Elementary School at Louisiana State Normal College Offers A Balanced Program of Training.....	12-13
Understanding The Slow Learning Child .....	14-22
Music In The Louisiana High School.....	15
Natchitoches High School Library.....	16
Fashion Review Presented.....	16
Why Physical Education?.....	17
Science And Its Relation To All Instructions .....	18
Assembly Programs To Feature Alumni .....	19
Elementary Science Column.....	20
N. W. La. Cage Tourney Date Set.....	21
'Sadie Hawkins Day' Observed.....	21
Most Complete Athletic Plant.....	21
With Our Alumni Everywhere.....	23-24

and the College Administration, some 150 college students attend Normal from Natchitoches Parish daily, commuting by busses. These busses were purchased by the Natchitoches Parish School Board and are operated by the State Normal College. This is one of the greatest advancements made in recent years in bringing the college campus nearer the homes of all deserving young men and women who would like to prepare themselves to earn a livelihood. "The Columns" takes this opportunity to congratulate Superintendent E. A. Lee, the School Board, President Fredericks, and the entire College Administration in thus making the college better able to serve all of the people.

—L.S.N.C.—

Twenty young men from the col-

lege student body will be taught how to pilot an airplane through the Civilian Pilot Training Program. This is part of the National Program of establishing flying units at many of the colleges throughout the nation. Raymond Breazeale, local licensed pilot, will be the instructor and additional pilots will be obtained as needed. All expenses of instruction will be paid by the Federal Government except students enrolled in the course will be required to pay a laboratory fee not in excess of \$40.00. The registration fee will cover medical examinations, insurance, hospitalization and medical reimbursement.

—L.S.N.C.—

One of the objections to building or constructing seats completely around a basketball court in a gymnasium has been due to the fact that those seated in the rear of the goal cannot see shots being made. Normal's new gymnasium will entirely eliminate this trouble by the installation of glass back-stops behind the goals. Through the use of this construction, no matter where one may be located in the gymnasium, shots will be visible at all times. Normal's new gymnasium is rapidly taking shape and possibly will be ready for play during the latter part of the basketball season.

—L.S.N.C.—

Demonstrating the practical ability and usefulness of the trade school recently established on the campus, the new Home Economics cottage will be entirely constructed by the carpentry class of the trade school. Not only will the boys do the actual work of construction, but also they have drawn all plans, carried on all survey work, developed bills of materials and have thoroughly acquainted themselves with the problems involved in construction work. The electrical department of the trade school plans to handle all electrical installation.

—L.S.N.C.—

Many old graduates will be interested in knowing that Professor A. G. Alexander—better known as Mr. Alec—is writing a book, a book that has long been in preparation and very close to his heart. In his usual modest way Mr. Alec assures us that this book will be the greatest of its kind ever written. All that know Mr. Alec well are certain of two things: that it will be good, and that it will be different to say the least.

# Greetings To The Alumni Of The College From President Fredericks



It gives me great pleasure to have this opportunity to extend greetings to the Normal Alumni Association, and to congratulate the Alumni upon the splendid way in which they have rallied to their **Alma Mater**. The huge building program which is rapidly nearing completion at the College would never have become a reality without the enthusiastic cooperation and support afforded by the thousands upon thousands of Alumni throughout the State. The fine new buildings which are now under construction on all parts of the campus are monuments of brick and stone which bear mute witness to the intense loyalty of the Alumni of the Louisiana State Normal College.

Fellow-Alumni, we have gained signal success; but

the battle is not yet entirely won, the struggle is not yet over. Much—very much—has been done, but much remains to do. Other improvements to the physical plant are still vitally needed; and, with our rapidly increasing student enrollment and a corresponding increase in the size of the faculty, larger sums are needed for the maintenance of the College.

It is indeed gratifying to serve in the capacity of President of an institution the graduates of which take such an active interest in the welfare of their **Alma Mater** as do those of the Normal College. My happiest hours are those which I spend in the company of you fine men and women from all parts of the State who have obtained your higher education here at Normal. And it is inspiring to me to know that the boys and girls who are on the campus now will go out into the State just as you have done before them, and will become leaders in the various communities and in the State, just as you have done!

The Faculty, the Staff, and the Student Body, through the medium of this, your own excellent official publication, the **Normal Alumni Columns**, wish to invite you to the Normal campus, and to urge you to come back and mingle with us on every occasion that you are able to do so. We want you to be with us often; we want your help and advice and criticisms. We cannot get along without you. We want to work side-by-side with the Alumni; and together we feel that we can make Normal the finest college of its type in the entire nation.

Sincerely yours,

A. A. FREDERICKS, President  
Louisiana State Normal College



# Reading Experiences In The First Grade



In September, nearly 150 first graders were assigned to the four first grade teachers of our school. They came from families with many widely different standards of life, varying economic conditions, and diverse environments and experiences. There was, as well, great variation in native endowment.

In each of the groups, there were the shy, diffident, easily embarrassed children who need careful, sympathetic treatment, and a free and spontaneous atmosphere so that they may feel no strain or strangeness in the new situation of the schoolroom. In each group, there were leaders with active inquiring minds for whom school should be a place where satisfactory answers to their multitudinous questions may be gained from their classmates, varied experiences, their teacher, or their books.

The process of learning to read, a complex school activity, is the master key to the door of all other school subjects and to life itself. Reading should not give only information; it has deeper and more permanent values, such as developing wholesome attitudes, right habits of conduct, and deep, fine appreciation. It should also give sympathetic understanding of relationships in our changing times, and lasting and varied interests.

The most favorable situation for learning is one in which the child is active and growing through worthwhile experiences, so we try to bring into the classroom many activities and enterprises in real life situations. As reading is essentially interpreting meanings, it is necessary that children read for meaning from the very start. Therefore, the lessons of these four rooms of first grade children varied according to the experiences, interests, and activities of the individuals in their contributions to a group activity.

In one room, the first reading interest came the first day of the session as a result of the experiences of the children, the teacher making no

(Continued on Page 4)

Training School faculty: top, Upper Elementary: William Smith, Nellie Senska, Thera Stovall, Mrs. Bess Kendrick, Lessie Smitherman, and Luther H. Dyson, Principal; center, Intermediate: George Parks, Mildred Kelly, Mary Elizabeth Winters, June Cooley, and J. B. Aycock; bottom, Primary: Julia Webb McGehee, Mrs. Letitia Bingham, Miriam Nelken, Bertha Haupt, Laura Stille, Mareda Hickerson, Rose Bailey, Estelle Cockfield, and Inez Chaplin.

# Reading Experiences In The First Grade

(Continued from Page 3)

effort to force it upon the group. It happened in the following manner:

When the class came back into the room after taking a walk on the campus, two little girls came in ahead and started playing in an old piano box which had been used for a post-office by a group of first grade children the year before. These little girls were seated on the floor of the post-office. One girl was holding a doll and one a very small puppy. The puppy, Tige, had been brought by one of the little boys when he returned from lunch. The girls were holding the doll and Tige so they could look out of the post office windows and were making them talk to each other.

When the other children noticed what was taking place, one little girl immediately said, "Oh, look! We have a picture show."

Norman, one of the leaders of the group, said, "No, it isn't a picture show at all. It is a puppet show."

The teacher, feeling that this was an opportune time to take advantage of a valuable experience leading to many interests, called the group together, and Norman explained where he had seen a puppet show and what it was like.

The teacher said to the class, "Suppose we wanted to write something about the puppet show, what would we say?"

Emily, a very timid child, said, "We will have to name it first;" and almost immediately continued, "We will name it 'Tige Plays Puppet'."

The teacher wrote on the board, "Tige Plays Puppet."

An interesting discussion followed in which three sentences were selected by the group and written on the blackboard by the teacher. When completed, it appeared thus:

## Tige Plays Puppet

Tige likes to be a puppet.

We are going to make him a coat.

We are going to make many puppets.

After the story was written on the board and read by three of the children, Bessie said, "We have three lines on the board."

The teacher asked, "Do you know what the lines are called?"

Norman answered, "They are called sentences."

Evelyn said, "One, two three. We have three sentences on the board."

Four children went to the board and wrote the number three (3).

Tommy said, "I can write a num-

ber for each sentence."

He went to the board and wrote 1, 2, 3.

This story was later printed on a chart and used for future reading.

In another room, an interesting reading experience came when Joe, Jr. brought his airplane to school. A general discussion on airplanes followed, and the story, "Flying to School" developed.

## Flying To School

The airplane came flying to school.

It is a little airplane.

It is Joe, Jr.'s airplane.

The airplane can say, "Br-r-r, br-r-r."

Later three airplanes were brought to school. An airplane bulletin board was prepared, and the following story was developed by the group and written on the board. Both stories were written in chart form for frequent re-reading:

## Airplanes

Three airplanes came flying to school.

One is a big airplane.

Two are little airplanes.

They fly in the air. They say, "Br-r-r, br-r-r."

Two airplane songs have been learned. Since the interest was so keen, airplane pictures and books have been used, and many discussions have been held. This led to making airplanes by the children who are now planning to build hangars in which to keep them. This will undoubtedly lead to more stories.

One sunny afternoon in October, thirty-two little beginners were busily engaged in drawing leaves. All at once, the joyous song of a mocking bird in the Cedar tree just outside the window filled the room. Spontaneously, work was stopped, and the little folks sat with breathless attention until the song ended. Then came a rush to the windows for a peep at the feathered visitor.

Someone spied a nest which the children thought was his, and they were permitted to go outside for a better view of it. The bird sailed away as the children appeared.

After the children had returned to the room, the teacher asked if they would like to write a reading story about the mocking bird. Eagerly, they composed the following story:

## The Mocking Bird

The mocking bird sang.

He was in the tree.

We saw his nest.

We went out to see him.

The mocking bird flew away.

The interest thus aroused led to a study of birds, including migration, permanent residents, and to a collection of abandoned nests. Other reading lessons were composed and made into charts as the study progressed.

One morning, Johnny Glen came in front of the class to give his bit of news and said, "What do you think? My big cat ran away and then came back another day."

"Why, Johnny Glen made a poem," said another child, "Say it again."

But Johnny could not repeat it exactly as he had said it. The teacher, who had caught the words, wrote on the board:

My big cat

Ran away

And then came back

Another day.

As she read it to the children, they exclaimed, "Yes, that is Johnny Glen's poem."

They decided on the title, "Johnny's Cat." The poem was printed on chart paper and is the most popular of their stories.

In stories of their experiences, children often bring in much repetition so necessary as drill. After a circus had visited our city, several stories were composed, printed on charts, and later circus books were made, the stories being typed in primer type and hectographed so that each child might have one to illustrate and take home to read to the family.

One of the stories which gave much repetition follows:

## The Elephants

Fred saw five big elephants.

He saw a baby elephant.

Archie saw a baby elephant eating peanuts.

Perry liked the elephants best.

Jack liked the baby elephant best of all.

In a beginning second grade, Wise told of an exciting dream he had the night before. His enthusiastic and dramatic account of being locked up in a kitchen with a bunch of bananas was so enjoyable the children asked for a repetition each morning. The teacher suggested that it was such a good story, that she thought it was worth keeping to be re-read and enjoyed by other friends and the family at home. The children composed the story while the teacher wrote it on the blackboard. It was cut and revised until the following was accepted by the group:

"Wise dreamed that his mother locked him up in the kitchen with a bunch of bananas."

This was printed on a chart and kept in the room.

Other children were anxious to tell their dreams and to have stories made of them. This was the basis for a very interesting daily reading activity. The stories offered a wide reading vocabulary from the children's own experiences.

To give more opportunity for  
(Continued on Page 24)



# The Primary Child and Science

**What kind of a flower is this?**

**Why do the leaves turn yellow?**

**What is the difference between a moth and a butterfly?**

**How can we take care of our rabbit?**

**Where should we put the aquarium? In the sun or in the shade?**

These and many other similar questions are asked daily by the primary children of the Training School. Surrounded by situations rich in natural interest the child needs and seeks to understand the environment about him. The fields, rivers, roadways and even the familiar schoolgrounds abound with wonders and become his laboratory.

The woodpecker drumming on the dead tree, the spider, spinning his web, the cocoon hanging in the cedar branches, all attract and fascinate the young child. What are they? What are they doing? Why are they doing it?

The school room is now one place in which he can find out. Into the school come caterpillars, frog eggs, toads, insects, leaves, seeds, turtles, squirrels; in fact anything which attracts him and he is able to procure. Through these accumulations the school room becomes a place where real things incite curiosity. Does the teacher answer the questions of the child? Her answer generally becomes, "Let's find out." She will help him discover the truths for which he is seeking. This process of finding out becomes a valuable educational experience.

In the first two grades the child may seek much of his information from observation or discussion, but in the third grade he is able to make wider use of books in solving his problems. The teacher is a guide who helps him to use his intelligence and resourcefulness in finding what he wishes to know. The ideal learning situation is attained when the child "wants to know and works to know." As he works, causes, relations and scientific concepts grow in his mind. Understandings develop which form the basis for further thinking and knowledge.

The study of science includes discussions, experimentation, field trips, and wide reading. The child finds these experiences absorbing and instructive.

Field trips are a regular part of the program in some of the rooms of the primary grades. In a third grade a trip was made in which wild flowers, leaves, plants, pupae, butterflies, grasshoppers, and other insects were collected. In order that the markings and habits of the captured curiosities might be more carefully observed, an insect cage was built. There was much discussion as to the type of cage, kind of wild flowers and plants, and additional insects to procure for it. The cage became well stocked with pupae, eggs, larvae, cocoons and many species of insects. The librarian assisted the group in locating books which helped to answer questions concerning the activity.

In another grade a field trip resulted in the collecting of different kinds of leaves, acorns, sweet gum balls, pine cones, etc. From these has grown an interest in the various kinds of trees and their uses to man.

Excursions have been made to find how many kinds of birds could be seen and how many songs recognized. A trip

to a quail hatchery has given much information concerning quail.

Experimentation is simple in the early grades. Types of experiments performed are the use of the magnifying glass, testing materials to see which will float in water, and planting seeds under various conditions to find the essentials for their growth.

Gardening is a pleasurable experience. Plots have been made near the school grounds for vegetables and flowers. One group made an indoor flower garden from which it learned many of the wild flowers. A first grade made an aquarium of cement which is now placed in the center of a fern bed. Charcoal was carefully placed beneath the soil in the fern bed to keep the soil in good condition.

Water life is always a source of interest. The children have learned to make balanced aquariums. In many instances they have seen the development of forms of water life. The change from the egg to tadpole and frog has been observed and drawings made of these changes. Crawfish and fish from the streams are sometimes brought in and make their homes for a while in the schoolroom.

Study of birds has led to the building of bird houses, bird baths and the feeding and care of birds. The children in one room made a bird bath and now have the pleasure of seeing the birds fluttering near or bathing in it.

Pets such as puppies, cats, turtles and squirrels are cared for and studied. The knowledge of animals has resulted in kinder and better treatment of them.

Other subject matter fields contribute to the science interests, and developments in these fields grow naturally from the science experiences. In one room a number of the activities engaged in resulted from the study of a rabbit owned by a child who wished to share it with his friends. It was brought just before Easter, and the children were much interested. The first problem was to find how to care for it. The habits of the rabbit and its proper care were studied. Stories were read and original stories were written. The stories made by the children were often re-read with much pleasure. Rhymes and riddles were written. Songs and poems were learned. The story of Peter Rabbit was read to the children and dramatized. Visitors from other grades came to the room and were told of its care and treatment. Art work developed, the children making drawings of rabbits and Easter baskets. In some instances work in numbers grew from the activity. Conferences were held in which plans were outlined, standards set up and evaluations made. The class became better able to evaluate its own efforts and products.

Many values result to the child from science experiences. Through them he is aided in becoming a better thinker. He learns to collect data, not to guess; and to verify his conclusions. He knows more of his environment and is helped in interpreting it. In some measure he becomes better able to control it. He forms generalizations and concepts which will later be broadened. New avenues of interest open to him which may develop into hobbies or lead to further study. Through the group activities he develops social attitudes which help him to become a more useful and effective member of the society in which he lives.



# DEMON DOINGS



## Normal Demon Gridders Are Surprise Eleven of Year

The Demons of 1938, after winding up the season with a 500 per cent average and losing 14 lettermen through graduation are the surprise eleven of Louisiana for 1939. Beginning the season on September 16, the Demons defeated the highly rated Centenary Gentlemen at Shreveport 15 to 0.

According to statistics they out played the Gents in every phase of the game. Another high light of the season was the 19 to 0 trouncing the Demons handed the Wildcats of Louisiana College as part of the Annual "N" Club Homecoming before the largest crowd to ever witness a football game in Natchitoches. A week later they moved to Shreveport where they met Louisiana Tech at the State Fair. On this occasion the Demons lived up to their name on both the offense and defense. They were superior to the Bulldogs in all phases of the game. The Bulldogs' deepest penetration in Demon territory was the 28 yard line. Following is the schedule and results up to date:

Normal.....	15	—	Centenary .....	0
Normal.....	6	—	East Texas Teachers....	0
Normal.....	18	—	Southeastern .....	6
Normal.....	19	—	La. College .....	0
Normal.....	26	—	Tech .....	0
Normal.....	40	—	Delta Teachers .....	6

The remainder of the schedule is as follows:

Nov. 3—Stephen F. Austin—Natchitoches
Nov. 11—Murray Teachers—Murray, Ky.
Nov. 17—Onachita College—Natchitoches
Nov. 23—Miss. Teachers—Hattiesburg, Miss.
Nov. 30—Southwestern—Natchitoches

At present the Demons are leading the newly formed Louisiana Intercollegiate Conference formed this year by having defeated three of the four teams that it meets in this conference.

They also lead the S. I. A. A., the oldest conference in the south, composed of thirty-three football teams by having four victories and no defeats.

Up to November 1, the statistics on the Demons are as follows:

### Statistics on First Six Games of State Normal College

	LSNC	OPP.
Scrimmage (total yards gained).....	1788	593
Rushing (total yards gained) .....	1425	258
Passing (total yards gained).....	363	335
Passes Attempted .....	46	67
Passes Completed .....	19	67
Percentage .....	.391	.239

Points .....	124	12
Rushing Attempts .....	297	184
Average .....	4.7	1.4
First Downs .....	76	29

	Ball Carried	Yds.	Lost	Net	Ave.	Punts	Ave. P.
Wiggins	72	372	20	352	4.8	16	38.5
Boucher	56	277	12	265	4.7	15	40.6
Migues	46	303	25	278	6.0		
Kirkpatrick	45	172	14	158	3.5		
Black	15	102	15	87	5.8		
Murrell	12	54	0	54	4.5		
Wright	15	63	0	63	4.2		
Jackson	4	23	1	22	5.5		
Bell	4	32	10	22	5.5		
Sweeney	8	35	1	34	4.2		
Pruitt	11	47	0	47	4.2		

		Points After			
Touchdowns:		Touchdown Attempts		Good	Points Made
Wiggins	5	30	Saucier 13	5	5
Boucher	3	18	Renwick 1	1	1
Migues	2	12	Wright 2	1	1
Black	2	12	Field Goals:		
Kirkpatrick	2	12	Saucier 2	1	3
Pruitt	1	6			
Wright, E.	2	12			
Tyler	1	6			
Scurria	1	6			

19 114

## Normal Wins Seventh

Parker Wiggins, stellar tailback and little all-America candidate, led the Louisiana Normal Demons to their seventh straight victory of the season here Friday night, November 3, to a 20-to-6 triumph over the Stephen F. Austin Lumberjacks, played before 5000 shivering fans.

Wiggins carried the ball 127 yards in 20 tries for a 6.35 average, made the first touchdown in the second period and put the ball in scoring position for an 11-yard touchdown heave from Gus Boucher to Ernest Wright later in the same quarter.

Boucher took the ball over from the four in the final quarter after he and Wilburn Kirkpatrick had combined in a drive from the Normal 45.

Late in the third quarter Yates of Austin ran 17 yards to score with a 13-yard pass from McGraw. Edmund Saucier, Normal guard, blocked Parnell's try for extra point.

Normal made 15 first downs to Austin's nine and gained 340 yards. Austin gained 192, of which 154 was by passes.

# Character Building Through Organized Play

Physical education is a distinct field of education and, as such, is worthy of as much consideration and effort as other fields. If we subscribe to the philosophy that, living as we do in a dynamic and rapidly changing civilization, we should assist children to solve their every day problems, to function successfully in their own social groups, and to get real and wholesome satisfactions out of life as they are living it; then we must assume that education is not simply a preparation for life, but life itself.

Education in a democracy, both in and out of the classroom, should develop in each pupil the knowledge, interests, skills, habits, and powers essential to assist him to find his place in society, and to use that place to shape both himself and the social group toward nobler ends.

Bonser\* in stating the purpose of the elementary school says: "It is the institution which provides the integrating or unifying education which is at the foundation of our national life." He further states: "that it is the function of the elementary school to provide the general basis of health, equally desirable for all; to develop that practical efficiency in activities shared by all in daily work and intercourse: to develop those ideas and habits of civic and other forms of group activity of equal value to all; and to cultivate interests and means of reaction common to all."

Since many children today have everything done for them, everything made for them; since at home there are no fires to build, no chores to perform, it is essential that we provide the necessary body building activities conducive to both physical and mental growth.

If, as some contend, the acquiring of information is the chief aim of education, that phase, it must be admitted, has not seemingly produced the desired results. Ask any person who has been out of school for some time what impressed him most in his school days, and the invariable answer is couched in terms of deeds, words, ideas and ideals that bear no relation to factual knowledge. Evidently, the teacher's example has more lasting effect on students than information which the teacher labors to impart.

Perhaps then, the really enduring effects of education, the lasting ones, are the formation of good habits of body, mind and morals. Good habits of health, the building of a strong body, skill so as to escape bungling, industry in place of sloth, can be developed as well in organized play as in the classroom. The physical education program offers an excellent opportunity for the

development of good moral and social habits, sincerity in place of pretense, sympathy instead of hate, tolerance instead of bigotry.

The world is in need of this type of development. In the present world crisis, it is evident that conditions have been brought about not by heredity or by inexorable nature, but by the lack of proper education. We have not utilized fully the opportunities offered by organized play, competitive sports, and other group activities to eliminate fear, intolerance and hate of alien individuals and races. We have failed to develop, through such a program, habits that make for peace and progress.

Dr. Sherman in his book **Introduction to Physical Education** states: "The aim of physical education is to influence the experiences of persons to the extent that each individual within the limits of his capacity may be helped to adjust successfully to society, to increase and improve his wants, and to develop the ability to satisfy his wants." He further gives as the objectives of physical education the following:

1. "To provide opportunities for controlled participation in physical activities that will result in education experiences.
2. To develop the organic system of the body to the end that each individual may live at the highest possible level.
3. To develop skills in activities and favorable attitudes toward play that will carry over and function during leisure time."

In an effort to achieve these objectives, pupil planning and pupil purposing are encouraged. The teacher consults with his pupils freely about the choice of games and physical exercises. He inspires the pupils to play hard, urges them to play to win, but to temper the desire to win with a greater desire to play fair. These activities develop individual responsibility, and establish good standards of health and citizenship. Children make social contacts in their play, so that later these young folk can more easily make social contacts and adjustments in the adult game of life.

Play develops judgment in the child. It makes every pupil alert to the situation at hand. It develops the sensitive child and the timid child and makes him stand up for his place and his rights on the playground. Play trains in rapid decision and quick thought, and it develops leaders and intelligent followers.

The Training School is endeavoring to develop through its physical education program the ideas

(Continued on Page 19)



# Place of Self-Government in the Elementary School

The founders of our nation firmly believed that the republic could continue to exist only if the people were educated. Said Washington in 1790, "Knowledge is in every country the surest basis of public happiness. In one in which the measures of government receive their impression so immediately as in ours, from the sense of the community, it is proportionally essential." Jefferson wrote in 1786, "It is an axiom in my mind that our liberty can never be safe but in the hands of the people themselves, and too, of the people with a certain degree of instruction." Madison believed that "A popular government without popular information or the means of acquiring it, is but a prologue to a farce or a tragedy, or perhaps both." The schools have always been depended upon to train for democratic citizenship.

The concepts of what education would best serve the needs in our nation have changed and grown with the development of the nation. The early elementary school gave chiefly the three R's. To participate in democratic government, reading and writing are most essential—but not enough. History, geography, and science were added to give a background for understanding, a means for interpreting events. These too are essential but not sufficient. More recently much emphasis has been placed on formation of character, social habits, motives. The citizen of our complex national life of today needs to be able to gain information through reading, to interpret present events in the light of historic and geographic facts, and yet more, to be firmly moulded in character, to have social habits well formed, to be conscious of worthy motives.

Beginning in the primary grades we guide the pupils into social activities. They learn to respect the rights of others, to discuss and decide questions which concern the good of all. They learn to take responsibility for delegated duties. Gradually, they learn ways of electing officers, the duties and responsibilities of officers as well as respect for those who have been chosen to serve them. They learn to formulate standards by which they are able to measure their own actions. Pupils and teachers work together toward the same goal—happy, social relationship. Self-discipline, measuring up to one's own standards, living and doing what is best for the group are practiced continually. We have found in the maintenance of a program of wholesome and purposeful experiences that many of our classroom discipline problems have disappeared. Since pupils assume more responsibility in the selection, planning, executing,

and evaluation of their work, more opportunities are offered for worthwhile expenditures of energy and effort. As the child learns to make decisions and understands the value and consequences of following these decisions, he grows in character.

Organizing the classroom in order that students may assist in solving problems which arise is relatively simple. In the Normal Elementary School a leader, a group of assistants, and a corps of committees are elected in each room for a convenient length of time, four weeks or six. At each election, duties of the leaders are discussed. After their election these students meet in groups to work out their projects and aims for their period of service. They discuss with the class ways of meeting these standards.

The following are a list of projects submitted by the students in one of the 6th grade classes at Louisiana State Normal College Elementary School for the second four weeks period of the school year:

## General Officers:

Aim: To build character at home and school

1. We will encourage the class to speak to each other in a kind way.
2. We will be an example to others.
3. We will encourage the class to bring to school the things we need.
4. We will love and respect everyone.
5. We will try to have the happiest room in the school.
6. Once a week we will discuss the things we do to make our homes happier.

## Clean-up Committee:

Aim: To keep everything clean and attractive at all times

### Our plans:

1. Empty the waste paper basket.
2. Straighten desks when they are crooked.
3. Pick up paper.
4. Straighten the books.
5. Wash the boards.
6. Encourage everyone to keep a clean, attractive room.

## Health Committee:

Our big aim: To have the cleanest room possible

Project: To make posters

### Standards:

1. To have clean nails.
2. To have clean teeth.
3. To keep our hair combed
4. To have clean shoes

(Continued on Page 19)



# The Natchitoches Trade School



SHOP WORK IN THE NATCHITOCHES TRADE SCHOOL. LOCATED ON THE STATE NORMAL COLLEGE CAMPUS

Instruction in the Natchitoches Trade School is not of engineering level. It does not attempt to prepare young men for college. Its purpose is to provide a practical and thorough training in the skills and technical phases of each trade for which training is offered.

To give maximum benefit, instruction is provided to meet the needs of three groups:

Group I. Young men regardless of their educational background who because of economic reasons find it necessary to give up their academic school career and seek in industry a means of livelihood.

Group II. High school students who wish to finish their high school course trained in some trade at which a living might be earned. Through the cooperation of the Natchitoches Parish and State school authorities, it has been made possible for a boy to register in both the high school and trade school in the tenth and eleventh grades. It will require one additional year for a combined high school-trade school student to complete both schools at the same time.

Group III. Ambitious young men already employed. Instruction is offered in evening courses which are open, first to those interested in securing additional knowledge or skill in the line of work at which they are already employed; and second, to men who must work during the day to

make a living and who cannot learn a trade on the job.

Regular two-year day courses are offered in Auto Mechanics, Building Trades, Electricity and Machine Shop, and are open to any white male person over fourteen years of age WHO CAN PROFIT BY THE INSTRUCTION.

Each shop is well equipped with modern machines and is under the direction of an instructor who has had several years of practical experience in the vocation which he teaches.

Students are admitted at any time during the year except those coming from Group II who must enroll at the beginning of each school term.

No fees are charged for attendance in the day or evening school except evening courses in welding which carry a laboratory fee of ten dollars.

Evening courses are given in short units. Applicants for these courses must be not less than sixteen years of age.

The boy who satisfactorily completes a two-year day trade course may classify as an advanced apprentice in the vocation of his choice and will be awarded the trade school diploma.

That the school is an answer to the recognized need for practical instruction in selected vocations is proven by the enrollment of fifty-seven young men of the community, their attitude and the way they take hold of their assignments.

# N Club Fall Home Coming October 14, 1939 Is Great Success

They came—they saw—they marveled—they were bewildered—over 5000 of them—ALUMNI and GUESTS: Grads of the old days, grads of the more recent days, grads of all days. And what a day it was! For the older graduates returning for the first time in years, it was a day of fond recollections of the past as well as a revelation of the things that have developed since their days on good old "Normal Hill." Only a few of the old familiar spots were they able to find. Where East and West Dormitories once stood and in which they spent their days at Normal stands Warren Easton Hall, the home of the Elementary Training School and the Education Department. Old Boyd Hall has been replaced by the Library Building. A, B, C, and D Dormitories for women seemed out of place but the beautiful new women's dormitory, Varnado Hall, was the delight and joy of all who went through it, and hundreds visited through it all the morning.

On the site of the old athletic field now stand a modern and imposing high school building and a trade school building. Will wonders never cease? Where do you have the football games? On back past the new Infirmary, below Dining Hall where the Old Poultry lots used to be is Caspari Hall, the new Athletic Dormitory for men, while rearing its head out of the ground just beyond the dormitory towards Chaplin's Lake is the framework of the new Men's Gymnasium. Is this the place? No, we have to go farther back into the natural bowl built by nature and there, on the West hill stands a magnificent stadium with a seating capacity of 6,000, looking down on a perfect green football field surrounded by one of the best and fastest tracks in the South.

But what is the meaning of all these holes being excavated behind A and B Dormitories? That is the foundations being poured for the Fine Arts Building and Auditorium, as well as the Student Center and Natatorium. Come back next year and see how they look after completion.

Upon the arrival of old grads and guests they registered in the Social Room at the Field House,

were given ribbons designating them as Old Grads and an "N" tag. All former athletes were given in addition an "N CLUB" tag to distinguish them as the honorees of the day, as the Fall Homecoming is designated as the "N CLUB HOMECOMING."

In the afternoon over 7,000 alumni, guests, and students witnessed the formal dedication of the new Stadium and Athletic Field at which time addresses were given by President Albert A. Fredericks, President Sylvan W. Nelken of the Alumni Association, and Superintendent T. H. Harris. Immediately following the dedication was the Home Coming Football Game between the Demons and the Louisiana Wildcats. The Demons made the home coming a real success by defeating the Wildcats 19 to 0.

The "N Club" Reception was held in the Reception Room of Varnado Hall from 8:00 to 9:30 p. m. and the "N CLUB" Dance was held in the Women's Gymnasium beginning at 9:30.

Truly it was a great day for all. Great for the returning Alumni, great for the visiting guests and great for the college. Truly the old Normal Spirit and enthusiasm was evidenced on all sides. To the visitor there was something in the very atmosphere that said: "This is Normal and these are her children" and then could be heard a vast echo saying: "And what a wonderful mother and family are gathered together here today."

**DO NOT FORGET**

**L. S. N. C. ALUMNI  
LUNCHEON**

—o—

**L. T. A. Convention**

—o—

**November 21, 12:15**

—o—

**VENETIAN ROOM**

**Hotel Bentley**



# Normal In Pictures



1. Saucier kicking with Gilson holding the ball, in kicking a goal against Louisiana College.
2. Parker Wiggins gets off a booming kick.
3. Normal's eighty-piece band between halves forms a gigantic "N".
4. Part of the 7,000 football fans at the "N" Club Home Coming Game.
5. The College entertains all bus students at the Normal Wells with an old-fashioned barbecue.
- A. Miss Bonnie Marie Barrilleaux of Rodessa, the Band Sweetheart.



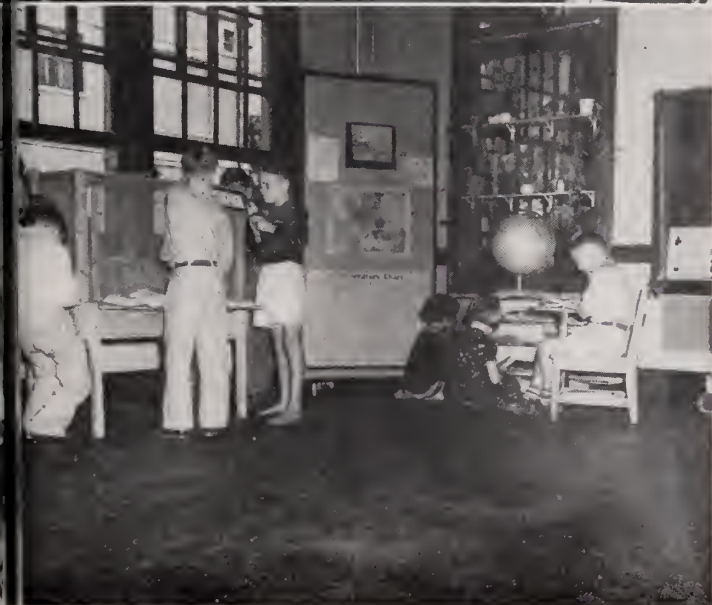


# The Elementary School At Louisiana State No.





# College Offers A Balanced Program Of Training



Shown on these pages are various phases of the balanced program of training offered by the Elementary School of the Louisiana State Normal College. 1-5: Recreation and Appreciation; 6 and 7: Activity and Skill Subjects; 8: Committee Work in the Social Studies; and 9-10-11: In The Realm of Science.



# Understanding The Slow-Learning Child

## INTRODUCTION

Borderline and dull-normal children are only recently beginning to have their rightful share of our educational efforts. Adequate educational opportunities for these children assume greater importance than formerly, as social and industrial conditions give them the opportunity, or create a necessity, for them to stay in school longer than in former years. To provide adequately for such groups presents a real challenge to schools.

The "White House Conference, 1930" estimates that the level of intelligence of 15 per cent of the total population of the U. S., does not exceed a mental age of twelve years, and that 13 per cent (2 per cent of the 15 just mentioned, being definitely feeble-minded) of the total population are intellectually subnormal or retarded though they nevertheless may be socially adequate. Christine P. Ingram in *Education of the Slow-Learning Child*, states that about 13 to 18 per cent of the school population are retarded.

Borderline and dull-normal children will be given a fair chance at happiness in their work, only when teachers realize that understanding these children is of primary importance, subject matter of secondary importance. Our aim should be to help each individual develop his own abilities—not to impose impossible requirements in mastering the subject matter planned for the normal child. To help each child succeed in reaching the level possible for his mental abilities, should be our only goal.

### Characteristics of Dull-Normal Children

These children should not be classed as sub-normal; since their I Q's range from 75 to 89. Borderline learners are normally developed from the physical stand point and can join in the play and constructive activities of their age group. Their language development, however, is slower than that of normal children; vocabulary growth and word meanings come best through first hand experiences requiring the meaningful use of the new words. In all learning situations, these borderline learners form fewer associations, and form them more slowly than normal learners, because it is more difficult for them to recognize differences or similarities. The power of dull-normal children to detect and correct their own errors is less than that of normal learners; judgments, generalizations, and abstractions are made with less ease. Individuals in the slow-learning group show less power of self-direction, resourcefulness, and independence.

### The Teacher

Needless to say, the teacher's attitude toward the slow-learning child in her room, determines the attitude of her whole group to this dull-normal individual. If she can be patient yet firm, sympathetic without pitying, helpful while working toward the independence of her pupil, understanding rather than exasperated, the normal children in the class will develop the same attitudes. The "White House Conference, 1930", gives the following as "A Bill of Rights for the Handicapped Child":

The Handicapped Child Has a Right:

1. To as vigorous a body as human skill can give him
2. To an education so adapted to his handicap that he can be economically independent and have the chance for the fullest life of which he is capable
3. To be brought up and educated by those who understand the nature of the burden he has to bear and who consider it a privilege to help him bear it
4. To grow up in a world which does not set him apart, which looks at him, not with scorn, or pity, or ridicule—but which welcomes him, exactly as it welcomes every child,—which offers him identical privileges and identical responsibilities
5. To a life on which his handicap casts no shadow, but which is full day by day with those things which make it worthwhile, with comradeship, love, work, play, laughter, and tears—a life in which these things bring continually increasing growth, richness, release of energies, joy in achievement."

This sets a high standard of behavior for the class room teacher. The above reference states that there are 6,500,000 mentally deficient (not feeble-minded) children in the U. S. From this figure, we know that many teachers are faced with the problem of providing a suitable plan of educational development for these slow learners, and that a more in-

telligent approach by teachers, is greatly needed.

If the social adequacy of this group is the paramount aim, the social maturity of the teacher herself is of greatest importance. It is well for teachers to re-examine their own habits of thought and behavior and replace hindering habits with more helpful ones. Perhaps the most enlightening book along this line is Wickman's *Children's Behavior and Teachers' Attitudes*. The attitude which the child has towards his work must be understood by the classroom teacher, to be of more importance to that individual than the task itself. If any boy or girl, whether he be the superior, the average, or dull-normal, does not show an interest in a problem his teacher must not think there is something lacking in that child's ability. Probably his dis-interest shows that the method or material used to challenge him is unfitted to his previous experiences or abilities.

Ruby Minor in her book, *Early Childhood Education, Its Principles and Practices* says, "Expert administration of the school will aid in securing equality of educational opportunity, but the final responsibility for the proper growth of the pupils rests with the classroom teacher. Over a period of years better teachers have welcomed the newer demands of modern society, a recognition that the true purpose of education is not merely a mastery of skills and the accumulation of useful information but, in addition, the development of each pupil to the full realization of all his powers as a happy, useful member of his social group." Miss Minor quoting from the 24th Yearbook makes the statement which follows:

"Already one can begin to see the day when each child will be recognized as a living human being, differing by right and by necessity from every other human being—differing in his needs, differing in the contribution he can make to mankind, yet a member of the human organism, who must coordinate his life with the lives of his fellow members."

The aim of parent, community, school, and teacher should be to determine the capabilities of each child, accelerated or retarded, and to develop him to the point of greatest happiness to himself, his family, and society.

## CURRICULUM

Only when large numbers make it feasible, is homogenous grouping possible. In the usual situation where borderline individuals are not numerous, these individuals should work with the class in its activities and its main units of work, but special grouping should be made for subject matter skills when needed. This arrangement really presents a satisfactory set-up in that it keeps all the class in its general age-group, yet provides individual help for the normal, and very intelligent child, as well as the slow learner.

When a project or unit of work forms the basis of classroom interest and effort, each child can find some part to suit his capacities and special talents, thus experiencing satisfaction because he knows that his contribution to the group has proved his worth, and been recognized by all.

Each child presents individual differences. "One pupil may need to engage in basic perceptual experiencing, a second pupil may need additional drill, a third may need an explanation or certain remedial instruction and so on. The needs of individual pupils are so varied that a list of types does not seem feasible except when dealing with a restricted subject-matter field."

Because the ability of individuals of this group to generalize and to form abstractions, or see relationships is limited, unusual care must be made to plan a closely articulated program, suited to the abilities of the group. Certainly, vocational as well as academic training, should be included. The qualities listed in the second section of this article, "Characteristics of Dull-Normal Children", make us realize that the curriculum for this group must be more practical in its interpretations of the community, the family, hygienic living, social groups, and vocations.

These children are easily discouraged by unkind comparison of their attainments in tool subjects, with the attainments of other children. Unless such comparisons are avoided, there is a grave danger of these borderline pupils dropping out of school entirely with increasingly poor social adjustment, many times leading to delinquency. Surely teachers must plan to avoid a situation so unhappy to the individual, so costly to society.

The desire to continue any activity is based on previous  
(Continued on Page 22)





High School Faculty, left to right: M. T. Cheves, Social Science; A. B. Simpson, Principal; Gaiennie Ilyams, Jr., Physical Education; Mrs. Andrew Hargis, Art and Mathematics; Z. T. Gallion, Jr., Mathematics; Clio Allen, English; Betty Porter, Social Science and Latin; Elia Boudreaux, French and Spanish; Lucille Carnahan, Librarian; Mary Robson, English; Orville Hanchey, Art; Dorothy Cohen, English and Commercial Geography; Walter Purdy, Music; Clara Ingram, Commerce; R. G. Markham, Science; Florence Rush, Home Economics; G. E. Miller, Science and Mathematics. Elisabeth Cunningham, Physical Education and E. H. Haynes, Agriculture were not included in the group.

## Music In The Louisiana High School

By W. E. PURDY

James Mursell, of Teachers' College, Columbia University made a most pertinent statement: "We correlate subjects with the hope that we integrate individuals causing them to act and think in whole patterns." But what has this statement to do with our music set-up as it exists in the high schools of Louisiana when such opinions as the following are expressed: "So much of music is pure skill that I do not see how it can be developed to any degree in an integrative scheme." Music can be, and is, being introduced into the high school as a part of an integrated program.

The child himself is of greater importance than the subject matter. This objective in mind, it is my firm belief that there is no other subject in the curriculum which offers greater opportunity for integration than music, when properly administered.

The development of skill necessary to play a musical instrument must, by necessity, come from a satisfactory amount of drill work and a great deal of mental discipline. These particular skill developments have not as yet been worked into the integrated program to a noticeable extent.

The greater opportunity for integration of music into the program as a whole comes more in the vocal and music appreciation category. Music appreciation can be introduced as a part of a unit. Music makes a very definite contribution in creat-

ing the atmosphere for units in the social studies—it will emphasize and make vivid, the customs and emotions of a people or a period most forcibly. For example, the history of the old court days can be made interesting and life-like by bringing into the history class waltzes of the old court days. The career of Napoleon Bonaparte can be made fascinating by permitting the students to intelligently listen to the "Overture of 1812." What could better bring out the atmosphere of Scotland than a record reproducing a tune played on a bag-pipe. The singing of folk tunes of a country, national anthems, and art songs add color to the facts of a period.

Through experimentation, it has been discovered that the cost of an integrated program is exceedingly high as compared with the cost of factual types of training. In Louisiana, apparently bold, but fundamentally conservative efforts are being made to obtain the necessary equipment for the integration of music with academic studies in the high school. Radios, movie apparatus, excellent record-reproducing machines, record collections, etc., are being placed at the disposal of high school systems. The Natchitoches High School has gone far in realizing some of the apparatus necessary for the integration of music into the regular course of study. Soundproof and acoustically treated rooms have been provided for special work in the development of instrumental skills and tech-

(Continued on Page 18)



# Natchitoches High School Library

By LUCILLE T. CARNAHAN

The Natchitoches High School Library as part of the teacher training department of the college has a place in the high school somewhat different from that of the average school library. It must serve not only the high school boys and girls, but also the student teachers and their supervisors.

To provide for this varied use, it has been necessary in many instances to deviate from the usual standards for a high school library. This was frequently done in planning the library, in choosing the equipment, and in selecting the books. First consideration, of course, has been in providing for the needs and interests of the pupils, but the demands made upon the library by the student teachers through the direction of their supervisors have become greater each year. This increased use of the library by the student teachers is very gratifying as it indicates a new trend in teaching. Today, the majority of teachers are stressing the importance of numerous sources of information rather than dependence upon one textbook. Unless teachers in the making are trained in the use of the resources of the library while doing their practice teaching, it naturally follows that they will not be very enthusiastic about its use when they go out into the state to teach. Each student teacher now has ample time to come into the library to plan all units of work using the books, magazines, pamphlets, and newspaper clippings. It is only through this careful checking of library resources with the librarian that the teacher can intelligently guide her pupils to the wealth of material stored in the library, much of which has too long been stored.

Last spring and summer, we cooperated with the library science instructor, Mr. Watson, in carrying out a schedule whereby his students worked in all departments of our library, thus getting first hand in-

formation. The students agreed that they gained more from their lectures and class assignments after having had an opportunity actually to put into practice the theories and procedures discussed in the class room. We hope to carry this practice out more successfully this year.

We are very fortunate in having college N. Y. A. student assistants in the library. They act as librarians at the Reserve, Magazine, and Circulation Desks, and in various other capacities, most important of which is in preparing materials for an up-to-date vertical file, in compiling bibliographies for teachers and pupils, and in mending books. They also help the pupils to locate materials and do stenographic work.

While the Natchitoches High

School Library is primarily for the pupils and their teachers, it is gradually becoming an important laboratory for the student teachers, methods classes, and library science classes. Until we moved on the Normal campus, we were very much handicapped in providing the type of service which is so essential in a teacher training institution.

As a result of this increasing use of the library on the part of supervisors and student teachers, the pupils are becoming more library conscious. According to the standards for our enrollment, the library should accommodate forty pupils per period, but our statistics show that the library has had as many as sixty-six pupils working in it at one period.

## Fashion Review Presented

Senior students in the clothing class of the Home Economics Department presented a fashion review recently in assembly at the college, emphasizing appropriate clothes for campus and street wear in a small college town. They emphasized in their show simplicity, attractiveness, and comfortableness.

In addition to campus clothes which were very colorful, sport clothes were shown with emphasis on the simplicity of costumes for participants and for spectators. In a scene showing clothes for church-going, it was emphasized that simple street costumes are correct, inconspicuous colors and lines being a necessary part of such a costume. The practicability of a dark suit for the college man was shown in that he can wear it almost all occasions, especially church. For traveling, it was pointed out, plain, durable clothes were desirable. For movie going it was recommended that simple sport, street, and campus clothes be worn in the small town. For a tea the costumes of the hostess and her assistants were ankle-length, the guests wearing afternoon or street clothes with purse and gloves. In the final scene, clothes for dancing were shown. Semi-formal dresses for girls and dark suits in winter and linen in summer for men were recommended for informal dances. For the form-

al dances dinner jackets for the men and formal evening dresses for the girls were recommended.



Misses Betty Willis (left) and Mildred Brown are shown modeling spectator sports clothes in the fashion show held at assembly recently.



# Why Physical Education?

By GAIENNIE HYAMS, JR.

To meet the requirements of a constantly growing educational system Physical Education, or better still, Health and Physical Education, has had to expand and grow in scope. It was long the consensus of the American public that a physical education program in high schools was either a waste of time or a waste of money. The average layman who did recognize the need of such a program fancied that an hour weekly set aside for calisthenics or marching was adequate time and activity for this phase of school work. It was believed that these exercises, strenuously given, would provide sufficient diversion and recreation for the student body, thus keeping them physically fit to continue their pursuit of the three R's. It is not surprising that this philosophy of health education formerly flourished in America, because we Americans copied religiously the better school systems of Europe. In Europe a majority of the outstanding schools maintained this type of physical education program because it satisfied their objective, that of training men for the Army—nothing more.

Recently America has renounced this formal theory of health education and has come forward with a broader philosophy of its own. A common major objective in the many physical education programs throughout schools of the United States is to provide far-reaching recreational activities, activities that embrace all students and teachers so that their minds and bodies may be developed to maximum efficiency for present and future use. Our philosophy differs from Europe in this respect: We provide recreational activities for our students, not as pre-training for the battlefields, but as training for the living of normal, peaceful lives. This training equips students with fundamental recreational skills that they may use constructively during their leisure time.

At present, the physical education program is in its infancy at the Natchitoches High School. In the old building there was little equipment and space to carry on a satisfactory program. Unfortunately, or perhaps fortunately, the student body had outgrown the building and grounds; there was simply not enough playground area to

maintain an extensive program. However, the outlook has changed for the better since the school has been moved to the Normal campus. Immediately behind the new building is a large playground area which provides ample recreational space for a school of this size. Plans are now under way to construct courts for volley ball, basketball, badminton, horseshoes, paddle tennis, and other court games.

In addition the men's gymnasium, which is now being jointly used by the college and the high school, will, as soon as the new gymnasium is completed, become the property of the high school. Within it many games will be played when the weather forbids outside activity.

At present, physical education classes for boys are held five periods on Tuesdays and Thursdays. The classes for girls meet at the same hours on Mondays, Wednesdays, and Fridays. Each student, if financially able, is required to outfit himself in tennis shoes and shorts for the recreational hour. He is dismissed from play approximately eight minutes before the period ends in order to give him time for a shower before his next class begins.

Every girl and boy in school, unless granted exemption by a doctor, is required to have at least one unit in physical education before he or she is eligible to graduate. Since the students have been given some credit for their efforts, they have responded more favorably towards the program than in the past when no credit was given.

It must not be construed that the physical education program is limited to play activity. It is the purpose of this program to ascertain and help correct all mental and physical defects a student might have. Recently all boys were given the standard eye test to discover those who were victims of faulty vision. Of the 135 boys examined fifteen needed attention. Eleven of these were unaware of their condition and did not wear glasses. They will be further examined by an eye specialist, who will determine whether they need glasses or not. The remaining four wore glasses, yet appeared not to get the full correction from wearing them. If it is found that any or all of these boys need glasses, they will be provided with them. If the parents of these particular boys are unable to buy the needed glasses, then the P. T. A., which has cooperated with the Natchitoches High School in this program, will raise money for that purpose.

# Science And Its Relation To All Departments

By R. G. MARKHAM and EDWIN MILLER

For many years prior to 1939 the Science Department of the Natchitoches High School had been operating in cramped quarters. A single laboratory had to serve all science courses. In the spring of 1939 we moved to spacious quarters on the third floor of the new high school building, located on the college campus. Here we have separate laboratories for each of the major sciences. Each laboratory contains individual tables, designed to supply the special needs of that particular science, attractive display cabinets, and note book cabinets; each has an adjoining storage room, commodious, conveniently shelved, and supplied with a work table. The three large class rooms in the department are each supplied with an instructor's demonstration desk equipped with running water, gas, and both direct and alternating electric currents. One classroom and one laboratory are further equipped with dark shades to facilitate the use of the portable moving picture machine and the micro-projector. For demonstrations to large groups, the moving picture machine in the main auditorium is available.

The work of the department is directed by two supervisors, who hold as their aim that ultimately the pupils of the Science Department will develop the scientific method of thinking, and will voluntarily resort to these laboratories in vacant periods and after school hours as to their own workshops, and will feel free to work out scientific problems and projects in which they are individually interested.

In the past, the methods classes were taught by members of the college faculty, both the instructors and classes finding it difficult to coordinate the course with the practice teaching for which it was a prerequisite. Under the present set-up, the science supervisors teach the special methods classes. The obvious advantages are: first, the methods course can be so arranged by the instructor that observation in actual classroom situations can parallel units of theory; second, the acquaintance formed between instructor and student in the methods class eliminates the time lost in the student teacher's failure to grasp the supervisor's viewpoint and minimizes the time necessary for the supervisor to find his teacher's individual needs; third, the lesson plans and tests made in the methods class are now actually used by the student in his teaching the following term; and fourth, there is a direct carry-over from the theory presented in the methods classroom to the practice teaching under the supervisor.

Furthermore, under the new college curriculum, the student-teacher spends three hours daily in the high school. In the science department one hour of this time is spent in actual teaching; the other two hours are divided among such activities

as arranging demonstration apparatus, preparing lesson plans, holding personal conferences with the supervisor, or with individual pupils, observing science classes as they are taught by supervisors or student teachers, examining available library materials and preparing bibliographies for enriched teaching.

The Science Department of Natchitoches High School is particularly interested in training its teachers to integrate their activities with all other departments of the school and to develop in their pupils a "science" interest that will extend beyond the school room. The extensive use of the library as a source both for reference and for recreational reading and study along scientific lines is a major force in our science program. Our librarian is untiring in the preparation of materials for class units or for individual interests. The English Department cooperates, too, teaching special units on reading for comprehension, the technique of note taking, and the art of organizing and writing reports. Many of the reports actually go through the English Department, receiving corrections and suggestions for improvement before the final copy is made for presentation to the science class. In such instances the pupil gets credit in English for this written work, and the results of the correlation have been eminently satisfactory.

---

## Music In The Louisiana High School

(Continued from Page 15)

niques. In every room of the building a radio program may be heard over an address system which has been installed. Facilities for visual education are of the latest design, and a limited record library is available. Study groups organized among student teachers are experimenting daily with this equipment. It is obvious that a program of this calibre must proceed slowly with "feet out of the clouds."

Most satisfactory and encouraging toward the development of a real program is the fact that music in the system has become indispensable. More and more it is becoming helpful in developing attitudes, appreciations, and understandings in the "emotional and aesthetic areas." Since these areas are important to the development of the personality as a whole, it is reasonable and only fair that they be given the proper position in every subject possible.

To make music a real and life-like experience it must be brought into the everyday life experiences and studies of students enrolled in our high schools. We must foster programs of study which will bring about a realization of this aim.



## Place of Self-Government In The Elementary School

(Continued from Page 8)

### 5. To have our face and hands clean.

The Louisiana State Normal Training School has organized a Student Council through which children acquire an understanding of representative government. This council, which meets regularly to discuss school problems, is composed of one representative from each room. Under their direction is the school patrol. Patrol members learn to assume responsibility and to perform the duties of an officer in a courteous and firm manner. Pupils thus directed by their own officers learn respect for those in authority and a love for law and order.

As in any attempt at self-government dangers and difficulties must be considered and removed. One barrier to a functional self-government is a misinterpretation by many teachers as to the part children hold in classroom management. Student government is not a shifting of teacher responsibility to the child nor is it a duty assigned to the child by the teacher. To maintain a successful self-government within the classroom is a much more difficult undertaking than either of the above conceptions. It is a cooperative undertaking between teacher and child. The child welcomes and assumes his responsibility in making the classroom a democratic environment. Such a plan requires that a child and teacher think together, work together, and plan together. It calls for training, practice, trial, and retrial. Ability to govern must come by gradual development. Children have first to recognize the need for control. They must learn to study the situation, to become socially minded, and finally to gain standards to control their actions. Until some progress has been made in these, an experiment in self-government could only fail. Tactful, efficient leadership on the part of the teacher is needed. Skillful guidance is needed.

In this day when even the ideals of our democracy are being challenged, when the right of free people to govern themselves is being lost in parts of the world, the school must surely not fail to do its part in preparing for worthy participation in democratic government. Through activities in which the child learns self-control and in practice in representative forms of government, we strive to develop every child so that he may take his place in carrying forward those ideals for which our nation stands.

## Character Building Through Organized Play

(Continued from Page 7)

and habits essential to the building of character, the promotion of discipline, and the establishment of freedom and responsibility. Pupils are taught to respect the will of the majority, and to cooperate with the group in accepting intelligent leadership. The ideals of fair play, and of sportsmanship are vital parts of our teaching program.

Playground activities are under the direct supervision of the College Physical Education Department and the Training School Faculty. Games appropriate to each child's physical development are conducted.

The enrollment of the Physical Education program includes all of the pupils in attendance. They are divided into groups according to grade, size, interest and ability. There is a regular thirty-minute instructional period five times a week.

Among the activities are softball, volleyball, lead-up games to basketball, touch football, tennis, dodgeball, soccer, badminton, aerial darts, and numerous other group games.

\*Bonser, Frederick G., *The Elementary School Curriculum*, Macmillan, 1923.

## Assembly Programs To Feature Alumni

During the coming semester, there will be presented several programs featuring alumni of the college. These programs are being sponsored by the college alumni association in order that the student body might learn more of what the graduates of this college are doing and accomplishing after graduation. From time to time outstanding alumni in the teaching profession and in other fields will be invited to address students during the regular Tuesday morning assembly hours, or present other forms of entertainment.

These programs will enable the alumni and students to understand better each other's problems, and at the same time will present an opportunity to the returning alumni who visit their Alma Mater to see the many changes that have occurred on Normal Hill.

# Elementary Science Column

## Making Leaf Prints

By DR. LAURETTA E. FOX

Nothing is more beautiful than a portfolio of leaf prints. Children enjoy making leaf prints.

Beautiful leaf prints, showing the delicate detail of the veins, can be made with printer's ink. Obtain a piece of glass about twelve by fifteen inches, a tube of green printer's ink, two six-inch rollers such as photographers use in mounting prints, a small bottle of benzine, a small bottle of kerosene, and sheets of white paper. Have your printer order a small tube of green printer's ink. The rollers may be bought at any store handling photographic supplies.

To make a print place a few drops of ink on the glass and spread it about with one roller until a thin coat of ink is formed on the roller and the glass. If the ink does not spread well add a drop of kerosene. The ink should not be liquid enough to run. Place the leaf to be printed on the glass and roll the inked roller over it once or twice until the veins show that they are smoothly filled with ink. The leaf should have a thin coat of ink on both surfaces. Arrange the inked leaf between two sheets of paper and roll once with the clean roller, bearing down with all your strength. A second passage of the roller blurs the print of the veins. Two leaf prints, one of the upper surface and one of the lower surface of the leaf, are made at each rolling. After a little practice children will be able to make beautiful leaf prints. Write the name of the tree from which the leaf was obtained under each leaf print. Tell whether the print is of the upper or lower surface of the leaf.

When the children have finished printing each day have them clean the glass and roller with benzine.

In art period have the children make a portfolio in which to place the prints.

Children in the primary grades can make spatter prints of leaves. Pin the leaf in the desired position on a sheet of paper. Dip a tooth brush in bluing (as used in laundering) and flip small spots of bluing on the leaf by running the bristles of the brush over a knife. To make smaller drops press lightly against the brush. When the paper surrounding the leaf is well covered by dots, remove the pins and lift the leaf carefully. A clear

outline print of the leaf will be seen on the paper.

Older children may make spatter prints using two harmonizing colors of color paint. Diluted India ink may also be used to make the dots.

There are other interesting ways of making leaf prints. Blue printing is a great deal of fun. Blue prints can be made of flowers, ferns, grasses and leaves. After the children learn to make blue prints of leaves let them try some prints of flowers and grasses. Blue prints give only the outlines of leaves but very interesting effects can be obtained with practice.

Blue print paper may be purchased at a book store. The paper should be cut to sheets of the desired size in a dark room, lighted only by a ruby bulb. A ruby bulb may be made by wrapping red crepe paper or several thicknesses of red cellophane around an electric light bulb.

In a dark corner of the room place a leaf shiny side up on a piece of glass. Place a piece of blue print paper on the leaf. Be sure the sensitive side is toward the leaf. Lay a book on the paper to hold it in place. Invert so the sunlight will pass through the glass and strike the blue print paper. Place in bright sunlight about two minutes. Where the light strikes the paper it will produce changes which become visible when the paper is washed. Remove the blue print paper and place it in running water until the print can be seen clearly. Then hang the print on the line to dry. Press it flat by placing heavy books on it. A little practice is needed to master the technique. Have the children place their blue prints of leaves in the portfolio with the other leaf prints.

More delicate leaf prints can be made if the pieces of exposed blue print paper are not developed in running water but allowed to soak for five minutes in a solution of hydrogen peroxide. To make this solution mix a tablespoonful of hydrogen peroxide in a gallon of water. Dry the prints between white blotters. These prints will fade if placed in direct sunlight. Beautiful prints can be made by this technique.

Blue prints may be changed to sepia prints by placing the thoroughly washed blue prints in a weak hypo solution. Add two tablespoons of hypo to a gallon of water. Soak the prints in the hypo solution fifteen minutes. Wash in running water. Hang on the line to dry. Press them flat by placing them under heavy books. Blue prints made by this method lend additional interest to a collection of leaf prints.



## N. W. La. Cage Tourney Date Set

Plans for the annual district prep school basketball tournament and high school general rally were mapped out at a meeting of the executive committee of the Northwest Louisiana High School Association November 4 on the campus of the State Normal College.

The cage tourney will be staged Friday and Saturday, February 23 and 24, and the annual district rally meet will be held at the college here Friday and Saturday, April 12 and 13.

Changes in the entries in literary events of the prep school meet included the addition of radio speaking and second year bookkeeping in both class A and B schools. Agreement was also reached in the meeting that all subjects having less than four entries shall be dropped from the list after this year.

I. C. Strickland, principal of the Mansfield High School, was reelected chairman of the executive committee of the rally for the 1939-40 session, with A. B. Simpson, principal of the Natchitoches High School, renamed vice-president, and W. J. Avery, director of extension at the State Normal College, re-elected secretary-treasurer.

High school principals named on the executive committee are George L. Heard, Merryville; E. L. Albertson, Fair Park, Shreveport; Lloyd Johnson, Methvin; J. T. Leopold, Many; Alvin Parker, Rosepine; L. B. Rusheon, Greenwood; M. O. Webb, Flora; L. C. Curry, Coushatta; W. D. Walker, Winnfield; J. T. Ratcliff, Belcher; R. J. Stoker, Pisgah; H. S. Jacks, Bossier City; R. R. Browne, DeRidder; Hudson Johnson, Benton, and Statham Crosby, Waterproof.

## "Sadie Hawkins Day" Observed

Seventy-five fleet-footed damsels "got their man" when the Louisiana State Normal College football field became the mythical Dog Patch community as hundreds of students celebrated their first "Sadie Hawkins Day" between halves of the football game between Louisiana State Normal and Stephen F. Austin College.

Sadie Hawkins day, according to comic strip tradition is the day upon which unmarried girls chase and hope to catch the boy of their heart's desire, with a wedding to follow. However, the girls in this event who captured their "fellers" were allowed to have a date with the boy, during which she gives the orders.

With short dresses, colored hose, and beribboned hair, the girls lined up 10 yards behind the boys—all "hillbillies"—and awaited the signal from a whistle. As the whistle blew the mad dash

over the football field began, and the crowd went wild. They were allowed five minutes for the catch before the race ended.

First prizes in costuming went to "Lonesome Pole Cat," William Rigdon of Coushatta, and "Daisy Mae Scraggs", or Mary Ellen Caldwell, of Shreveport, a graduate of Fair Park high school.

Second prizes were awarded to Marie Porche, Weeks Island, and Bruce Roscoe, Haughton.

Third place honors went to Lavonne Odom, Mooringsport, and Eldin Nichols, Boyce.

Anise Hawthorne, Jonesville, and Ray Jackson, Georgetown, took fourth place.

Judges were Dr. Murphy P. Rogers, dean of the college, and Miss Eve Mouton, head of the department of French.

The event, one of the most colorful and enjoyable ever staged at the college, will doubtless become an annual affair, it was indicated from numerous sources following the "day."

## Most Complete Athletic Plant

When the new \$170,000 gymnasium is completed early next year the State Normal College will have one of the most complete, beautiful, and serviceable athletic plants in the entire South. This set-up, consisting of a concrete stadium with a seating capacity of 6,000, a \$72,000.00 dormitory for athletes, gymnasium, and two practice fields, both lighted, will give the teams representing the Demons ample facilities for training and in meeting their opponents in the three major sports: football, basketball, and track.

We are sure that the alumni will be interested to know that the athletes have shown their appreciation of having such facilities by taking wonderful care of the rooms in the dormitory, and showing a real interest in all the activities relating to the athletics of the college.

Rounding out the athletic plant a battery of concrete tennis courts is now under construction on the south campus for use by the varsity team and to afford practice and recreation to students at the college. Tennis at the Normal is recognized as a minor sport, and the men are now lettering in tennis through competition with other institutions.

The new gymnasium is also constructed with a ground floor which will permit installation of handball courts. It might be truthfully said that the State Normal College realizes the importance of the Physical Education program as sponsored by the State Department of Education and is making every effort to train thoroughly its graduates in all recreative sports.



# Understanding The Slow-Learning Child

(Continued from Page 14)

success; to have failed in any line of endeavor, leads the individual who failed, to avoid similar situations. Therefore the school room environment for this group should enable each child to experience success in his activities and to desire to continue in like activities. Many types of experiencing should be given the borderline learner in place of routine subject matter. These experiences and activities give the dull-normal child his opportunity to contribute to the group, where any outstanding accomplishment in pure subject matter would be impossible. The experiences of collecting stamps, nature materials, and Indian relics are educational. Hobbies such as clay modelling, soap carving, wood work are broadening to any type of learner. Music, rhythms, and rhythmic games give the dull-normal child a chance to excel, even though his progress in the tool subject is retarded. Social contacts, personal conversations, interviews with the postmaster, the fire chief, the druggist, and similar persons, add to a child's knowledge and self-confidence. To make a large map of the U. S., showing the name of each state and its capital, upon which a sales tax token or sales tax coupon from each state is pasted, leads into geography and letter-writing with a real interest. Collections of seeds, each labelled by name may lead to knowledge and appreciation of the immediate environment. The above suggestions mean that time, tools, and materials, usually not found in a formal school room, must be available. These activities also require stimulating suggestions from a teacher who realizes their educational possibilities.

In all learning experience, the teacher must be satisfied with the pupil's performance if he has worked up to his capacity, even though the mastery of subject matter, or the finished article, is not so perfect as that of a normal learner. To purpose, plan, and work out something of real interest to himself, with success proportionate to his ability, will give the pupil the satisfaction which leads to further effort.

An understanding of his own environment is of great importance for the dull-normal child. To attempt to understand more remote and less concrete situations, may lead to failure.

Learning in tool subjects should begin where the slow-learner actually is. As any skill is developed, the learner should have an opportunity to apply it in a practical situation. To attempt too much, only leads to confusion, disappointment and a loss of self-confidence.

The block of time on the daily schedule devoted to drill subjects, should allow for grouping according to ability. Achievement charts, records of progress, graphs, and similar devices, should make each child conscious of his advances. It is especially necessary to work toward definite goals day by day, from week to week, by the month or term. The individual must be conscious of these goals and of his progress, if his whole-hearted effort is enlisted. A consciousness of progressing toward a definite point develops self-confidence and satisfaction. Chapter XIII of Ingram's *Education of the Slow-Learning Child* discusses progress charts and methods for their use.

A curriculum which includes units of work requiring meaningful use of tool subjects provides wider opportunities for individual development in a group situation, than does the formal subject matter approach. Units of work allow for group planning, and the doing side is emphasized rather than mass teaching and recitation. Individual contributions according to individual abilities are stressed and the teacher has more opportunity to help those needing guidance and encouragement. Success is emphasized in that comparison of bright and dull children is less evident.

Visual aids, such as pictures and films, excursions and trips, personal interviews and talks by the policeman, the postmaster, brick-layer, or whomever is needed to fit into the classroom situation, are of especial value to this type of learner. Remember that actual experience, should precede "reading about" any topic. Visiting a fish hatchery should precede the use of related pictures and reading materials. An excursion to a grocery, and interviews with the grocer, should come first, construction of a schoolroom grocery second. The success of indirect or "book" learning is dependent upon an adequate back ground of first hand experiences.

In "Education of the Slow-Learning Child", Ingram

quotes as follows, from the Rochester Tentative Syllabus:

"It should be understood that differentiation for these pupils is not essentially a quantitative but rather a qualitative one; not only that these children could do all the work if they had more time, but rather that they need a different type of work as well as different methods of instruction. Even if the very slow could ever reach the end of the regular educational course, given time enough, the more important question remains as to whether that course is suited to prepare them for living on their own intelligence levels. It is not, therefore, a question of merely reducing the quantity of the standard educational content and procedure to meet a particular need, but rather a matter of different outlook."

## Promotion

These dull-normal children should be promoted from grade to grade if they have achieved all they are capable of, though not actually reaching the grade level. They have developed physically and socially and should be kept in an appropriate age-group. Slow learners should not be forced to spend undue time on what they are unfitted to learn. The development of an adequate social personality should be the aim, and an all around development for each year should be emphasized rather than academic accomplishment. Attainments for borderline learners must, necessarily, be fewer than for normal children.

If a dull-normal child has achieved all he is capable of, has developed physically and socially, the school with no special provision for his type can do but one thing: promote him.

Herbert Woodrow in *Brightness and Dullness in Children*, says, "A child's failure to pass is merely a failure on the part of the educational procedure used to produce the expected result. Education must avoid doing the spiritual injustice of branding the child a failure. Instead it must cultivate the spirit of initiative and self-reliance, and the satisfaction and desire for further achievement which results from progress and the taste of success. . . . The point to be kept in mind, however, is that the failing child is not receiving the right kind of education (for his capacities.) The real question is whether these children who fail should not be offered work of a different kind, and taught by different methods, in which they would not fail—in short, work to which they are better adapted."

In regard to promotion of the slow-learner in high schools of Baltimore, Becker states, "We have selected sympathetic and capable teachers; we have given them freedom from the restriction of courses of study and syllabi and promotional requirements and hold them responsible only for giving the group all it can take of a subject in a way that will please and inspire. There are no 'marks' in the traditional sense of the word, and the pupils are thus released from the fear of failure to attain the minimum passing grade or of falling below the achievement level of the group. All we require of them is regular attendance and a willingness to put forth their best effort. If they do this, they are marked 'satisfactory' and are promoted to the next subject unit."

## Conclusion

The *Psychology of Unadjusted School Child* by John Morgan states, "Society may owe it to a . . . (dull-normal) boy to make the most possible of him, but such an objective is not reached by making him waste time and effort trying to do the impossible. What is it we owe to those who have not been blessed with the highest degree of intelligence? We owe them the right to secure as much of happiness as it is possible for them to have; but we must not make the mistake of thinking that it takes the same things to make all individuals happy. The complexity of things required to make an individual happy is closely correlated with his intelligence. . . . Democracy does not mean equality of position, of possessions, or of freedom. It means an equal right to happiness, if we understand that the requirements to produce happiness vary with the capabilities and characteristics of different individuals."

## BIBLIOGRAPHY

1. Becker, E. J. Taking care of the Sub-Z Group, *Baltimore Bulletin of Education*, pp. 120-122, Vol. 10, No. 5, February, 1932.
2. Ingram, Christine P., *Education of the Slow-Learning Child*, p. 289, pp. 404-405, World Book Co., Yorkers-on-Hudson, New York, 1935.
3. Minor, Ruby, *Early Childhood Education Its Principles and Practices*, pp. 147-148, P. Appleton Century Co., Incorporated, New York, 1937.
4. Morgan, John, J. B. *The Psychology of the Unadjusted School Child*, pp. 277-278, The MacMillan Co., New York, 1936.
5. Woodrow, Herbert Woodrow, *Brightness and Dullness in Children*, p. 140 J. B. Lippincott Co., Chicago, 1923.
6. *White House Conference on Child Health and Protection*, pp. 291-292, The Century Co., New York, 1931.



# With Our Alumni Everywhere



## MARRIED

Julius Bradley, B.S., '39, of Sarepta to Marie Martin, of Shongaloo, who attended Louisiana Tech, on August 23 at Natchitoches. Julius is teaching Science and coaching basketball at Heflin in Webster Parish.

Syble Edwards, ex '31, of Noble to James Bernard Pugh of Noble, in Converse, August 3. Mr. and Mrs. Pugh will make their home in Noble.

Agnes Crosby, ex '38, of Ringgold to Dr. George Oliver Thomas, Jr., of Shreveport on Thursday, September 7 in Ringgold. Dr. and Mrs. Thomas will be at home in Shreveport where Dr. Thomas is connected with the Shreveport-Caddo Health Unit.

Eleanor Williams, A.B., '39, of Benton to James Taylor Horton of Shreveport on August 22. Reverend and Mrs. Horton are at home at Seminary Hill, Fort Worth, Texas.

Lydell Sims, A.B., '35, of Hammond to Gayle Munroe of Jackson, Mississippi. Home — Jackson, Mississippi, where Mr. Sims is the Sports Editor of a daily newspaper, The Jackson Sun.

Pauline Martin, ex '37, to Eugene J. Gaspard of Alexandria on August 12. Mr. and Mrs. Gaspard are at home in Alexandria.

Beverly Dupuy, ex '37, to Junior Comeaux of Sulphur. Home—Sulphur.

Clovis Martin, A.B., '35, to Henry M. Hyams, A.B., '35 of Natchitoches at the First Methodist Church in Natchitoches, Friday, September 1. They are at home with the groom's parents on Third Street.

Sudie Mae Bullock, A.B., '39, of Marthaville, to J. H. Thompson of East Texas, in August, 1939. Mr. Thompson is working for an oil company and Mrs. Thompson is teaching Home Economics at Kisatchie.

Marjorie Patterson, A.B., '38, of Shreveport, to Raymond Seshul, A.B., '38, of New Orleans, August 24, 1938. Mr. Seshul is attending L. S. U. Medical Center in New Orleans, and Mrs. Seshul is teaching school at the Oak Grove High School at Prairieville.

Leo Cowley, B.S., '39, of Mansfield, to Paul Leon Huguen of Arcadia, September 30, in Ruston.

Margaret Claire Whittington, ex '38, of Shreveport to Harold George Thibodeaux of Bossier City, September 28, in Belcher. Mr. and Mrs. Thibodeaux are at home at 224 First

Street, S. E., Washington, D. C.

Glyn Corley, A.B., '38, of Zwolle to Chlotile Middleton of London, Texas, on August 22 at London. Mr. Corley will receive his M.A. degree in mathematics at Columbia University this year, and Mrs. Corley is teaching Home Economics in the high school at London.

Mary Belle Hatcher, A.B., '39, of Natchitoches, to A. L. Smith, Jr., of Winnfield, July 12. Home—Winnfield.

Marie Louise Schuman, A.B., '39, of Natchitoches to Clyde Cecil Boyd on September 23. Home—Natchitoches.

Harriet Sutton, A.B., '35, of Natchitoches, to Roy Schumann, ex '32, of Basile on September 28 in the First Baptist Church in Natchitoches. Mr. and Mrs. Schumann are at home in Basile.

Tandy McElwee, B.S., '39, of Delhi, to Addie Mae Randall of Morgan City, October 14 at Natchitoches. Home—Crowville where Mr. and Mrs. McElwee are teaching in the school.

Bertha Lee Stewart, ex '38, of Florien, to Robert L. Durr, B.S., '39, of Marthaville, Thursday, October 12 at Florien. Home—Marthaville.

Jessie Friday, ex '39, of Coushatta, to Roy Cogburn of Shreveport, September 27, at Coushatta. Mr. and Mrs. Cogburn are now located on Louisiana Street in Shreveport.

Alice B. Townsend, A.B., '36, of Coushatta, to Lucian Branch of Ponchatoula on July 28 in Baton Rouge. Mrs. Branch is a member of the faculty of the Coushatta Grammar School, and Mr. Branch is attending school at L. S. U.

Nancy Brown, A.B., '39, of Mansfield, to P. Durham of Natchitoches on July 1. Home—Natchitoches where Mr. Durham is a mail carrier for the city.

Evelyn Williams, A.B., '37, of Natchitoches to J. Mallory Grace of Baton Rouge on October 25. Home—Baton Rouge.

Janie Burkhalter, ex '37, of Ringgold, to Jimmie Horton of Shreveport on September 23. Home—Shreveport where Mr. Horton is connected with an oil company.

## BIRTHS

### Born to:

Mr. and Mrs. L. L. Warner, A.B., '39, (Alma Dezendorf, A.B., '39) a son, Lloyd Lunsford Warner, Jr., at Marfa, Texas on Tuesday, October 10.

Mr. and Mrs. Henry DeBlicux, A.B., '34 (Kathryn Brown, ex '36) of Natchitoches, a girl, Andrea Melou, February 4

Mr. and Mrs. Gaiennie Hyams, Jr., A.B., '35 (Dorothy L'Herisson, A.B., '36) of Natchitoches, a boy, Gaiennie Hyams, III on August 7. Mr. Hyams is Supervisor of Physical Education in the Natchitoches High School.

Mr. and Mrs. F. T. James of Natchitoches, (Odessa Martin, A.B., '37) a boy, Arthur Martin on August 1.

Mr. and Mrs. B. W. Flanagan (Dorothy Lowery, A.B., '35) of Baton Rouge, a son, Patrick Lowery, on October 19.

Mr. and Mrs. W. H. Jackson, A.B., '32, (Myrtis Lee Heard) a girl, Frances Ruth, October 29 at Coushatta.

## DEATH

Mrs. Julian Bailes, (Georgia Butler, ex '36) of Natchitoches, September 28, 1939.

Spencer Phillips, A.B., '26, for many years principal of Pelican High School of DeSoto Parish and from 1937 until this year, Executive Secretary of the Louisiana Teachers Association, was sworn in October 17 as a member of the Louisiana Tax Commission. Mr. Phillips, a native of Rapides Parish, is widely recognized throughout Louisiana as an outstanding school man. The Columns wishes him every success in his new position.

C. C. Elkins, A.B., '26, for the past several years supervisor of Catahoula Parish, has been named superintendent to fill the vacancy created by the appointment of Superintendent H. W. Wright to the position as Executive Secretary of the L. T. A. Mr. Elkins has an enviable reputation and the Columns extend him best wishes in his new work.

Iva Mae Pierce, A.B., '24, is now Mrs. Frank McKegney. She is located at 139-12 58 Ave., Flushing, L. I., New York.

Edith Pierce, ex '18, is now Mrs. A. D. Frank of 513 E. 8th St., Greenville, North Carolina.

Clifford Cloutier, A.B., '37, is a member of the high school faculty at Biloxi, Mississippi.

Merrill Raggio, A.B., '39, is head of the music department at Rayne.

Charles Loomis, A.B., '39, is coach-

ing at St. Mary's Academy of Natchitoches.

Oleta Miley, A. B., '38, is English instructor and librarian at the Winnfield High School.

Floyd N. Miller, A.B., '30, is employed by a nitrate of soda company with headquarters in Shreveport.

Katherine Jobe, A.B., '38, is teaching at Bastrop.

Margaret Hicks, A.B., '39, teaches at Destrehan in the high school department.

John M. Norris, Jr., A.B., '39 is teaching at Bastrop.

Jessie Clair Ford, A.B., '39, is doing secretarial work at Louisiana College, Pineville.

Norma D. Adkins, A.B., '39, is teaching school at Fairview-Alpha.

Virginia Pearman, A.B., '39, is teaching at Winnsboro.

Mary Montgomery, A.B., '39, is also teaching at Winnsboro.

Mary Catherine Williams, A.B., '39, is teaching at Mer Rouge.

Clarice Timmerman, A.B., '39, is also teaching at Mer Rouge.

Nelda Harrell, A.B., '39, is enrolled in the graduate school of Social Welfare at Tulane.

Emmett Cope, A.B., '39, is coach at Port Sulphur.

Dudley Hillman, A.B., '39, is coaching at Buras.

Ethel Magee, A.B., '39, is teaching at Port Sulphur.

Gifford Hargis, B.S., '39, is enrolled at Texas A. & M. College, studying to be a veterinarian.

Charles Spears, B.S., '39, is teaching Science in the Bunkie High School.

C. A. Martin ex '39, is taking an aviation course in Tulsa, Oklahoma.

Emily Belle Platt, B.S., '39, is teaching public school music at Winnsboro.

Dorothy Cain, ex '39, is teaching at Wisner in the Elementary grades.

Julia Mason, ex '39, is teaching at Gilbert.

Lida Wilson, A.B., '39, and Ida Goodwin, B.S., '39, are teaching in Oil City.

Marjorie Scott, A.B., '39, is teaching elementary work at Wisner.

Myrtle Sewell, B.S., '39, is teaching commerce at the Martin High School.

Katherine Posey, A.B., '39, is teaching at East Point.

Ella Mae Turner, ex '39, is teaching at Wisner.

J. P. Russell, B. S., '39, is working in a chemical plant in Sulphur.

Mary Virginia Harkins, A.B., '39, is teaching in the elementary grades at Winnsboro.

Estle Farr, A.B., '39, is teaching

and coaching at Merryville.

Marjorie Jamison, B.S., '39, is teaching in Beauregard Parish.

Leora McGinty, B.S., '39, is teaching at Sarepta.

Vera Moss, B.S., '39, is teaching at Bellwood.

Louise Odom, B.S., '39, is teaching in the high school at Bonita.

Harry E. Hawthorne, A.B., '33, is working for the Federal Government in Lake Charles.

Mildred Gray, A.B., '34, is teaching commercial subjects at Jena.

Ella Keating, A.B., '32, is teaching commerce at Lockport.

Mrs. Anna Mae West, (Anna Mae Davenport, A.B., '33), is a commercial teacher at the Ouachita Parish High School, in Monroe.

Audra Evans, A.B., '35, is teaching commerce at Haynesville.

Mrs. Katherine Steele Ritter, A.B., '34, is teaching at Stonewall.

Mrs. Edna Jewel Morgan, A.B., '33, is a secretary for Coleman and Morgan Law Firm in Shreveport. Her address is 269 Carrollton St.

Memie Jordan, A.B., '34, is Day Clerk and Ex-Officio Recorder for 10th Judicial District Court in Natchitoches.

Dorothy Wattigny, A.B., '34, is a librarian in the Kenner High School.

Ola Johnson, A.B., '34, is teaching typewriting in Vivian Public Schools.

Virginia Thomas, A.B., '38, is working for the Lincoln Creosoting Company in Shreveport. She is located at 2225 W. College.

Mrs. J. Evans Delahaye, (Elizabeth Jolley, A.B., '33), is private secretary to Lucille May Grace, Register State Land Office in Plaquemine.

Willie O'Neal Townsend, A.B., '35, is Secretary of the Bolton High School at Boyce.

Mural Jones, A.B., '34, is teaching commerce at the Harris High School at Minden.

Mattie Laura Adams, A.B., '36, is teaching commercial subjects at Mangham.

Lula Mae Thomas, A.B., '34, is teaching in the Atlanta High School in Texas.

Dorothy Adams, A.B., '38, is teaching commerce at Summerfield.

Ida Spier, A.B., '32, is teaching at Bonita High School.

## Reading Experiences In The First Grade

(Continued from Page 4)

"reading to find out", the process was changed slightly. A child whispered his dream to the teacher who wrote it on the board. The secret element added fun and stimulated keen desire to read the dreams.

Some of the stories were:

"Jean dreamed a man came into her room and put a bicycle by her bed."

"Louis thought he was out in a car when a storm came up. A big

black cloud came right down over him."

"Polly Sue dreamed she jumped off a ferry boat into a river. This was sad because she couldn't swim."

"George dreamed an old billy goat with long horns caught him by the toe. His mother said she would give \$1,000 if he would let George go."

"Gervais dreamed all the circus animals came to school. The children rode on the elephants and played with the monkeys."

"Bobby thought he was in Mexico. He asked an old lady how to get back to Natchitoches."

"Leon was running away from an animal that was making a loud noise. When he woke up it was only his brother snoring."

The children enjoyed illustrating the dreams. They put the large paintings up around the room with appropriate titles, such as, "This is Wise in the Kitchen With a Bunch of Bananas," "A Man Put a Bicycle by Jean's Bed," "A Big Black Cloud Came Right Down Over Louis."

The teacher printed all the dream stories, using a large type typewriter, on four pages of note paper. Each child made and decorated a colorful bookback for the printed material. The book was called **Our Dreams**. The children took their copies home, and one was left in the room library.

We feel that reading experiences such as these, based on the children's own experiences, are especially important, affording as they do interesting material on the children's level, a means for the children to become better acquainted with each other, to learn each other's names, and to share experiences.

They afford much pleasurable re-reading, serving as needed drill. Reading material based on children's experiences open new fields of interest and develop appreciation of real, meaningful, purposeful reading.

However, this is only one phase of beginning reading. The bulletin board with its daily notices of interesting happenings, directions for work to be done, specimens of children's work, room duties and the names of the children who are to perform them; the Daily Newspaper for the room, or a weekly or monthly paper to be shared with others; charts of various kinds; original stories, poems and riddles; signs; pictures of children's activities with interesting captions; and a wealth of picture and story books are all used to help the children learn to read and develop a permanent love of reading.



All Normal Alumni Meet At  
**The Alumni Luncheon**

Tuesday Noon - Nov. 21, 1939

Venetian Dining Room - Hotel Bentley  
Main Floor

The A Cappella Choir  
The Boys' Quartet, and Orchestra  
entertain while you enjoy meeting old friends.

The High Spot of the L. T. A. Convention is the  
Normal Alumni Banquet

Make Your Reservation early at the Normal  
Booth in the Lobby

**Come And Bring Your Friends**

# PROGRESS.....

At

## Louisiana State Normal College

- Largest Enrollment in 55 Years' History
- \$2,500,000 Expansion Program Nearing Completion
- Twenty-four Curricula Newly Organized on Semester Basis
- Establishment of Trade School on Campus
- One of Best Athletic Plants in South
- Recently Organized Department of Vocational Education
- Civilian Pilot Training Program in Operation
- Library of 40,000 Volumes
- Most Modern and Efficient Teacher Training Plant In State

All Alumni and Former Students Are Cordially  
Invited To Visit the Campus

Registration and Classification for Second  
Semester----January 29, 30









NORTHWESTERN STATE UNIVERSITY



00439527

Library Use only

